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ABSTRACT

This document includes the left-hand column ("What All Students Should Know") and the center column ("What All Students Should Be Able To Do") from "Missouri's Framework for Curriculum Development in Communication Arts K-12." Next to these two columns has been added a column which includes assessment noted for those grade levels which will be tested in the Missouri Assessment Program (MAP). The annotations found in this column are intended to provide information to administrators, curriculum directors, and teachers concerning what is or is not "fair game" for the new statewide performance assessment in communication arts. At the top of the assessment notes column, the grade level of the test in question is identified (third, seventh, or eleventh). Below this heading, the knowledge benchmark statement from the left-handed column is repeated. Below the knowledge benchmark statement, information is given on each of the performance benchmarks found in the middle column. If the letter is followed by the words "Grade 3 (or 7 or 11) state assessment," this benchmark is considered fair game for the assessment at that level. If the benchmark is assessable on the statewide test but is not fair game for assessment until the next higher testing level, the annotation will say, "Beyond 3rd (or 7th) grade state assessment." Not all of the skills identified here as fair game for a state test will show up on the test in any given year. (RS)

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ED 430 239

Assessment Annotations for the Curriculum Frameworks

Communication Arts

Grades 3, 7, and 11

II. Communicate Effectively Within and Beyond the Classroom

Missouri Department of Elementary and Secondary Education
Robert E. Bartman, Commissioner of Education

CS 216 703

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Assessment Annotations for the Communication Arts Curriculum Framework

This document includes the left-hand column ('What All Students Should Know") and the center column ('What All Students Should Be Able To Do") from *Missouri's Framework for Curriculum Development in Communication Arts K-12. Next* to these two columns has been added a column which includes assessment notes for those grade levels which will be tested in the Missouri Assessment Program (MAP), The annotations found in this column are intended to provide information for administrators, curriculum directors, and teachers concerning what is or is not "fair game" for the new statewide performance assessment in communication arts.

Teacher work groups met in late 1996 and early 1997 to decide which of the seventy-three Show-Me Standards should be assessed by the communication arts portion of the MAP. These teacher groups identified the following list of standards:

Communication Arts Knowledge Standards: 1, 2, 3, and 4.
Performance Standards, Goal One: 1.1, 1.5, 1.6, 1.7, and 1.8.
Performance Standards, Goal Two: 2.1, 2.2, and 2.4.
Performance Standards, Goal Three: 3.1, 3.4, 3.5, 3.6, 3.7, and 3.8.
Performance Standards, Goal Four: 4.1.

Another group of teachers then went through the communication arts curriculum framework and, using the list of standards above as a guide, noted which benchmark statements were fair game for a statewide paper and pencil test.

This teacher group faced an additional problem: the benchmark statements in the curriculum frameworks are at the fourth, eighth, and twelfth grade levels, while the communication arts portion of the new performance test will be given at grades three, seven, and eleven. Therefore, the group also identified those skills which were only *introduced* at the benchmark grade levels, since, for example, it would not be fair on a seventh grade test to assess a skill that is not introduced until grade eight.

At the top of the assessment notes column, the grade level of the test in question is identified (third, seventh, or eleventh). Below this heading, the knowledge benchmark statement from the left-hand column is repeated. In some cases, this benchmark statement has been qualified because only part of the benchmark is assessable on a statewide test. Any modifications made to the original statement are explained in parentheses. Below the knowledge benchmark statement, information is given on each of the performance benchmarks found in the middle column. If the letter is followed by the words "Grade 3 (or 7, or 10) state assessment," this benchmark is considered fair game for the assessment at that level. If the benchmark can not be assessed on the statewide test, it is marked "Local assessment." If *part* of the benchmark is assessable on the state test, the benchmark is modified to reflect the portion of the benchmark that is assessable. The modifications to these benchmarks are explained in parentheses. Finally, if the benchmark *is* assessable on the statewide test, but is not "'fair game" for assessment until the next higher testing level, the annotation will say, 'Beyond 3rd (or 7th) grade state assessment."

Please note that not all of the skills identified here as "fair game" for a state test will show up on the test in any given year.

K-12 Content Overview

To interact successfully with others at home, at school and at work, students must be able to communicate effectively with a variety of audiences for different purposes. In writing and speaking, students need to develop an awareness of audience and learn how to adjust their communications accordingly. This flexibility is a crucial element in real-world communications. The more students practice this skill in school, the more prepared they will be to handle the variety of situations requiring communication that they will face throughout their lives.

But audience awareness alone is not enough to guarantee successful communication. Students must learn concepts and strategies to use in creating effective communications (for example, different organizational patterns, rhetorical strategies, adequate support of key points, and writing and speaking for clarity) by studying models of effective writing and speaking. Proficiency in standard English usage, punctuation, spelling and mechanics is crucial as well. While these concerns are less important than what is said (content) and how it is said (style), repeated errors may be distracting to the intended audience and undermine the speaker's or author's credibility.

Just as students need to know their intended audience in order to create effective written and spoken communications, they need to develop good listening skills before they can intelligently respond orally to the ideas of others. Students must be able to summarize a speaker's main ideas, ask relevant questions to clarify important points, and then make comments that significantly advance the discussion.

Beginning in the elementary grades, students should be challenged to create a variety of communications. As students progress, these communications should become more complex. For example, a primary student might create a time line of key events during an important person's life; an upper elementary student might write a short biography of the person; a middle school student might write a paper about the historical period and the significance of the person in that era; and a high school student might research the period and the person and then create a piece of historical fiction which incorporates that information. Such spiraling of complexity in the creation of communications should be a key element of the communication arts curriculum.

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COMMUNICATION ARTS K–4

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By *the end of grade 4, all students should know how to* 1 Write about, visually represent and **discuss written, visual and oral communications. (CA 1, 4, 6)** **Review the content of your district's curriculum in this area. The curriculum should** include many opportunities for **students** to apply the process skills listed in the second column.]	*By the end of grade* **2,** all *students should be able to* **a.** use pictures or create drawings to aid understanding **(1.8;** 2.5) b talk about characters and their actions in stories (2.3; 2.4) c write about, draw or retell part of a story or a learning experience **(2.1; 2.4)** d write about, draw or retell information or ideas discovered in written or oral texts or videos (2.1; 2.4) ***By the end of grade*** 4, *all* ***students*** *should be able to* *e.* **talk** about literature and other kinds of communications in small groups (2.3, 2.4) f distinguish between main and supporting ideas **(1.6; 2.4)** **g. identify and** discuss story elements (such as setting, plot, structure, characters and **themes)** (1.6; 2.3) h respond to communications in a variety of ways (such as role playing, drawing and writing) (2.1; 2.4) i. make and explain predictions (1.6; 2.4) j explain how fact and fiction differ (1.7; 2.3)	1 Write about **and visually represent** written and visual communications. (Discussion of communications should be assessed locally. Oral communications **should** also be assessed locally.) a Grade 3 state assessment b Local assessment c Write about or draw part of a story or a learning experience. (Retelling of stories should be assessed locally.) d Write about or draw information or ideas discovered in written tests. (Retelling of information and ideas discovered in texts should be assessed locally. **Also,** writing about or drawing information or ideas discovered in oral texts or videos should be assessed locally.) **e. Local assessment** f Grade 3 state assessment g Identify story elements **(such as setting,** plot, structure, characters and themes). (Discussion of story elements should be assessed locally.) h Respond to communications in a variety of ways (such as drawing and writing). (Some ways of responding, such as role-playing, oral discussion, etc., should be assessed locally.) i Grade 3 state assessment j Grade 3 state assessment

COMMUNICATION ARTS K–4

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know

By the end of grade** 4, all students **should know how to

2. Create print and nonprint communications to demonstrate understanding of information and ideas (CA 1, **4, 6)**

See note on p. 27.]

What All Students Should Be Able To Do

By *the end of grade* 2, all **students** *should be able to*

a. dictate information to express their own ideas (1.8; 2.1)

b. explain their own writing by reading it out loud or **telling** about it (2.1; 2.2)

c. demonstrate understanding by drawing, tallying, labeling, writing, explaining, creating models, dramatizing, etc. (1.8; 2.1)

d. extend comprehension by role-playing, questioning and referring to personal experiences (1.10; 2.3)

e. use classroom resources (environmental print, predictable texts, peers' stories, etc.) as models for writing (1.5; 1.10)

By *the end of grade 4, all* **students** *should be able to*

f. clarify thoughts and **ideas** using visual representations (such as pictures, diagrams, models and **demonstrations)** (1.8; 2.1)

g. select main and supporting details for a topic (1.8; 2.1)

h. use their own words to explain new words and definitions (1.5; 2.3)

i. identify direct quotations from sources by using quotation marks **(1.8;** 2.2)

3rd Grade Assessment Notes

2. Create print and **nonprint** communications to demonstrate understanding of information and ideas

a. Local assessment

b. Local assessment

c. Demonstrate understanding by drawing, tallying, labeling, writing, explaining, or creating models. (Some ways of demonstrating understanding, such as dramatizing, discussing, etc., should be assessed locally.)

d. Local assessment

e. Local assessment

f. Local assessment

g. Grade 3 state assessment

h. Grade 3 state assessment

i. Grade 3 state assessment

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By the end *of grade* 4, all *students* should *know how to* 3. Create print and **nonprint communications** for various audiences and for a variety of purposes. (CA **1, 4, 6-7**) See note on p. 27.1	By *the* end *of grade* 2, all *students* should be *able* to a. write daily about a variety of topics and using a variety of formats (moving over time from invented spelling to conventional spelling) (2.1; 2.2) b. adjust loudness of speaking voice to different **situations in the classroom** (conferences, small group work, presentations to the entire class) (2.1; 2.2) c. use appropriate visual representations (such as pictures, diagrams, models and demonstrations) for a variety of audiences and purposes (1.8; 2.1) *By the end of grade* 4, all *students should be* able *to* d. select and use various types of communications (such as fairy tales, letters, personal narratives) that are appropriate for audience and purpose (2.1; 2.2) e. demonstrate effective communication skills in a variety of situations (2.1; 2.3) f. use technological tools to create communications (2.7)	3. Create print and **nonprint** communications for various audiences and for a variety of purposes. a. Local assessment b. Local assessment c. Use appropriate visual representations (such as pictures and diagrams) for a variety of audiences and purposes. (Some **forms** of visual representation-such as models and demonstrations-should be assessed locally.) d. Grade 3 state assessment e. Local assessment f. Local assessment

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know

By *the* **end** *of grade 4, all students* **should** ***know*** *how to*

4. Create print and **nonprint** communications to publish or formally present information and ideas (CA **1, 4, 6-7)**

See note on p. 27.]

What All Students Should Be Able To Do

By the end of **grade** *2,* **all students** *should be able to*

a. tell or write stories with a setting, plot and characters (2.1; 2.5)

b. speak and write in complete thoughts to communicate clearly (2.1; 2.2)

c. organize and sequence thoughts and ideas logically (2.1; 2.2)

d. self-check content and conventions of written work by reading aloud (2.2)

e. use appropriate visual representations to present information and ideas (1.8; 2.1)

By the end of grade 4, all *students should be able to*

f. write or speak about a theme or topic (2.1; 2.3)

g. revise communications in response to feedback (2.2; 2.3)

h. edit and proofread (2.2)

i. set goals for improving communications (2.1; 4.5)

j. use visual representations as supporting material for oral presentations (1.8; 2.1)

3rd Grade Assessment Notes

4. Create print and **nonprint** communications to publish or formally present information and ideas.

a. Write stories with a setting, plot and characters. (The telling of stories should be assessed locally.)

b. Write in complete thoughts to communicate clearly. (Speaking in complete thoughts should be assessed locally.)

c. Grade 3 state assessment

d. Local assessment

e. Grade 3 state assessment

f. Write about a theme or topic. (Speaking about a theme or topic should be assessed locally.)

g. Local assessment

h. Grade 3 state assessment

i. Local assessment

j. Local assessment

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By *the end of grade* 4, all *students should know how to* 5. Participate in informal presentations and discussions (CA **1, 6**) See note on p. **27.**	By *the end of grade* 2, *all students should be able to* a. **hold conversations** with peers and familiar adults (2.3; 2.4) b. listen to others and respond courteously to their ideas (2.3; 2.4) c. stay on the topic (2.1; 2.4) d. ask and answer questions during discussions (2.3) By *the end of grade* 4, *all* students *should be able to* e. speak clearly and loudly enough to be heard (2.1; 2.3) f. listen and respond courteously to the views of others (2.1; 2.3) g. stay on the topic (2.1; 2.3) h. ask and **answer** relevant questions during discussions (2.3) i. **exchange** information and ideas using technology (2.3; 2.7)	5. Participate in informal presentations and discussions. a. Local assessment b. Local assessment c. Local assessment d. Local assessment e. Local assessment f. Local assessment g. Local assessment h. Local assessment i. Local assessment

COMMUNICATION ARTS K–4

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By the end of grade 4, all students should know how to	***By the end of grade 2, all students should be able to***	
6. Demonstrate proficiency in speaking and writing standard English (CA 1, 4, 6)	a. speak standard English with increasing fluency to large and small groups (2.1; 2.3)	6. Demonstrate proficiency in writing standard English. (Speaking standard English should be assessed locally.)
See note on p. 27.)	b. leave spaces between words to show understanding of the concept of a "word" (2.2)	a. Local assessment
	c. use complete sentences (2.2)	b. Local assessment
	d. recognize and increase proficiency in using end punctuation and capital letters (2.2)	c. Grade 3 state assessment
	e. spell an increasing number of words using letter-sound associations and letter patterns (2.2)	d. Local assessment
	f. recognize others' overgeneralizations of the rules of the English language (for example, use of regular verb endings for irregular verbs: "singed" for "sang") (2.2)	e. Local assessment
	By ***the end of grade 4***, all ***students should be able to***	f. Grade 3 state assessment
	g. demonstrate increasing proficiency in spelling, usage, punctuation and capitalization in their writing (2.2)	g. Demonstrate proficiency in spelling, usage, punctuation and capitalization in their writing. (Whether or not students are increasing in their proficiency in these areas should be assessed locally.)
	h. demonstrate increasing proficiency in standard English usage in their speaking (2.2)	h. Local assessment
	i. choose whether formal or informal language best suits the audience and purpose (2.1; 2.3)	i. Grade 3 state assessment

COMMUNICATION ARTS K–4

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know

*By the **end** of grade 8, all students should **know** how to*

1. Write about, visually represent and discuss written, **visual** and oral communications. (CA **1, 4, 6)**

Review the content of your district's **curriculum** in this area. The curriculum **should** include many opportunities for **students** to apply the process skills listed in the second column.]

COMMUNICATION ARTS 5–8

What All Students Should Be Able To Do

By the end of grade 8, all students should be able to

a. talk **and** write about a variety of communications (2.1; 2.4)

b. explain how the elements of a certain genre influence each other (1.9; 2.3)

c. compare and contrast communications in their writing and speaking (2.1; 2.4)

d. talk and write about figurative language and literary techniques used in effective communications (2.1; 2.4)

e. talk and write about cause and effect relationships in literature and other texts (2.1; 2.4)

f. compare and contrast fictional accounts with **real-life** experiences in their writing and speaking (2.1; 2.4)

g. respond to communications using visual representations (such as dramatizing, drawing, and painting) (2.4; 2.5)

7th Grade Assessment Notes

1. Write about and visually represent written and visual communications. (Discussion of communications should be done locally. Oral communications should also be assessed locally.)

a. Write about a variety of communications. (Talking about communications should be assessed locally.)

b. Beyond 7th grade state assessment

c. Compare and contrast communications in their writing. (The comparison and contrasting of communications in speech **should** be assessed locally.)

d. Writing about figurative language and literary techniques used in communications is beyond 7th grade state assessment. (Talking about figurative language and literary techniques should be assessed locally.)

e. Write about cause and effect relationships in literature and **other** texts. (Discussion of cause and effect relationships should be assessed locally.)

f. Compare and contrast fictional accounts **with** real-life experiences in their writing. (Comparison of fictional accounts **with** real-life experiences **through** speech should be assessed locally.)

g. Respond to communications tluough drawing. (Responding to communications through drama and painting **should** be assessed **locally.)**

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the end of grade 8, all students should know how to 2. Create print and **nonprint** communications to demonstrate understanding of information and ideas. (CA 1, 4, 6) [See note on p. 33.]	By *the end of grade* 8, *all students* should be *able* Jo a. formulate and support information and ideas by making predictions and comparisons, developing opinions and drawing conclusions (1.6; 2.4) b. distinguish between summaries and direct quotations in their writing (1.8; 2.1) c. incorporate topic-related vocabulary into reports and presentations (2.1; 2.4) d. use visual representations to clarify and support ideas during oral presentations (1.8; 2.1)	2. Create print and **nonprint** communications to demonstrate understanding of information and ideas. a. Grade 7 state assessment b. Grade 7 state assessment c. Grade 7 state assessment d. Local assessment

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the end of grade 8, all students should know how to 3. **Create print** and **nonprint communications** for various audiences and for a variety of purposes. (CA **1, 4, 6-7**) See note on p. **33.**]	By the end of *grade 8, all students should be able to* a. select and use formats appropriate for audience and **purpose** (2.1, 2.2) b. adjust language use considering context and audience (2.2, 2.3) c. use technological tools to create and revise communications (2.2, 2.7)	3. Create print and **nonprint communications** for various audiences and for a variety of purposes. a. Grade 7 state assessment b. Grade 7 state assessment (***written*** language use only) c. Local assessment

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the **end** *of grade 8 all students* should *know* ***how to***	By the end *of grade 8, all students should be able to*	
4. Create print and **nonprint** communications to publish or formally present information and ideas. (CA 1, 4, 6-7)	a. plan and compose communications (2.1; 2.5)	4. Create print and **nonprint** communications to publish or **formally** present **information** and ideas.
(See note on p. 33.)	b. produce communications using available technologies (2.1; 2.7)	a. Grade 7 state assessment
	c. evaluate and revise content considering audience feedback (2.2; 2.3)	b. Local assessment
	d. edit and proofread communications (2.1; 2.2)	c. Local assessment
	e. set goals for improving their communications (2.1; 4.5)	d. Grade 7 state assessment
	f. use techniques observed in effective communications as models for speaking and writing (2.1; 2.2)	e. Local assessment
	g. use visual representations as supporting material for oral presentations (1.8; 2.1)	f. Local assessment
		g. Local assessment

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By *the end of grade* 8, all students *should* know *how* to 5. Participate in informal presentations and discussions (CA **1, 6**) [See note on p. **33.**]	*By **the end of grade** 8, all students should be able to* a. speak clearly and loudly enough to be heard in large and small groups (2.1, 2.3) b. listen attentively and respond courteously to others (2.1, 2.3) c. stay on the topic (2.1, 2.3) d. contribute by making relevant comments (2.3) e. exchange information and ideas using technology (2.3, 2.7)	5. Participate in informal presentations and discussions. a. Local assessment b. Local assessment c. Local assessment d. Local assessment e. Local assessment

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the end *of grade 8, all students* **should** *know* how to **6.** Demonstrate proficiency in speaking and writing standard English (CA 1, 4, 6) (See note on p. 33.)	By the end *of grade* 8, all students *should be able* to a. use standard spelling in materials written for another reader (2.1, 2.2) b. self-correct usage, punctuation, capitalization and mechanics in their writing (2.2) c. demonstrate increasing proficiency in standard English usage in their speaking (2.1, 2.2) d. demonstrate increasing fluency in a variety of situations requiring writing and speaking (2.1, 2.3)	6. Demonstrate proficiency in writing standard English. (Speaking standard English should be assessed locally.) a. Grade 7 state assessment b. Grade 7 state assessment c. Local assessment d. Local assessment

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end of grade 12, all students should know how to	By *the end of grade* **12**, *all students should be* **able** *to*	
1. **Write** about, **visually represent** and **discuss written, visual and oral communications. (CA 1, 4, 6)**	a. **respond formally and informally to a variety of themes and genres (2.1; 2.3)**	1. Write about and visually represent written and visual communications. (Discussion of communications should be assessed locally. Oral communications should also be assessed locally.)
[**Review the content** of your district's **curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.**]	b. **analyze and evaluate literary** devices, techniques **and structural elements through their writing and** speaking **(2.1; 2.4)**	a. Grade 11 state assessment
	c. compare and contrast communications to previously read or viewed material or to real situations **(2.3; 2.4)**	b. Analyze and evaluate literary devices, techniques and structural elements through their writing. (Analysis and evaluation of **literary** devices, techniques and structural elements through speech should be assessed locally.)
	d. **analyze and evaluate through their writing and speaking the cause and effect relationships found in fiction and nonfiction (2.1; 2.4)**	c. Grade 11 state assessment
		d. Analyze and evaluate through their writing the cause and effect relationships found in fiction and nonfiction. (Analysis and evaluation, through their speaking, of cause and effect relationships found in fiction and nonfiction should be assessed locally.)

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end of grade 12, *all students* should ***know*** how to 2. Create print and **nonprint** communications to demonstrate understanding of information and ideas. (CA 1, 4, 6) [See note on p. 39.]	By the end of grade 12, *all students* ***should*** be *able to* a. formulate and support a thesis or hypothesis (2.1; 3.5) b. demonstrate use of a growing vocabulary (2.1; 2.2) c. present information using appropriate available technologies (2.1; 2.7)	2. Create print and **nonprint** communications to demonstrate understanding of information and ideas. a. Grade 11 state assessment b. Local assessment c. Local assessment

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end of grade 12, all students *should know* how to 3. Create print and **nonprint** communications for various audiences and for a variety of purposes. (CA **1, 4, 6-7**) [See note on p. 39.]	By the *end of grade* 12, *all students* should be able *to* a. select and use formats appropriate for audience and purpose (2.1; 2.2) b. analyze appropriateness and effectiveness of language use, considering audience and purpose (2.1; 2.2) c. communicate effectively in a variety of real or simulated workplace situations (2.3; 2.6)	3. Create print and **nonprint** communications for various audiences and for a variety of purposes. a. Grade 11 state assessment b. Grade 11 state assessment c. Local assessment

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end *of grade* 12, all students should *know* how to 4 Create print and nonprint communications to publish or formally present information and ideas. (CA 1, 4, 6-7) (See note on p. 39.)	By *the* end *of grade* 12, all *students* should be able to a. plan and compose a variety of communications (2.1; 2.5) b. use a variety of technologies to produce communications for different audiences and purposes (2.1; 2.7) c. evaluate and revise communications after considering audience feedback (2.2; 2.3) d. edit and proofread their own communications to meet conventional standards (2.1; 2.2) e. revise their own communications for clarity (2.2; 2.3) f. offer advice to classmates about revision and editing, providing support for their observations and opinions (2.2; 2.3) g. analyze a variety of effective communications and use them as models for writing and speaking (2.1; 2.2) h. set goals for improving future communications (2.1; 4.5) i. create visual representations using technology (1.8; 2.7)	4. Create print and nonprint communications to publish or formally present information and ideas. a. Grade 11 state assessment b. Local assessment c. Local assessment d. Grade 11 state assessment e. Grade 11 state assessment f. Local assessment g. Analyze a variety of effective communications. (Use of effective communications as models for writing and speaking should be assessed locally.) h. Local assessment i. Local assessment

COMMUNICATION ARTS 9–12

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end of grade 12, all students should know how to	*By the end of grade 12, all students should be able to*	
5. Participate in informal presentations and discussions (CA 1, 6)	a. speak expressively, adjusting tone and style of speech to audience and purpose (2.3)	5. Participate in informal presentations and discussions.
[See note on p. 39.]	b. demonstrate effective listening by making relevant comments (2.3; 4.6)	a. Local assessment
	c. respond appropriately to others' points of view (2.3; 4.6)	b. Local assessment
	d. summarize or paraphrase the main points of the discussion (2.2; 2.3)	c. Local assessment
	e. exchange information and ideas using technology (2.3; 2.7)	d. Local assessment
		e. Local assessment

II. Communicate Effectively Within and Beyond the Classroom

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end of grade 12, all students should know how to 6. Demonstrate proficiency in speaking and writing standard English. (CA 1, 4, 6) [See note on p. 39.]	*By the end of grade 12, all students should be able to* a. demonstrate fluency and accuracy in written and spoken communications (2.1; 2.2) b. consult sources (such as dictionaries, spell checkers and handbooks) to increase accuracy in spelling, usage, punctuation and mechanics (1.2, 1.4)	6. Demonstrate proficiency in writing standard English. (Speaking standard English should be assessed locally.) a. Demonstrate fluency and accuracy in written communications. (Demonstration of fluency and accuracy in spoken communications should be assessed locally.) b. Consult sources (such as dictionaries and handbooks) to increase accuracy in spelling, usage, punctuation and mechanics. (The use of spell checkers and other technological tools should be assessed locally.)